

UBC Indigenous Strategic Plan: Sample Performance Measurement Framework

As directed by the UBC Indigenous Strategic Plan, the following presents a framework for measuring progress towards our goals, including both qualitative and quantitative performance measures. This Framework is a sample, it is

designed to provide guidance to Faculties and operational units when measuring progress towards the Indigenous Strategic Plan's goals. The outputs, outcomes and performance measures provided are suggestive and are

intended neither as prescriptive nor exhaustive. Final outputs, outcomes and performance measures are for each Faculty and operational unit to define as they implement the Plan.

Acronyms:

ISP Indigenous Strategic Plan • **MMIWG** Missing and Murdered Indigenous Women and Girls Inquiry • **TRC** Truth and Reconciliation Commission

UNDRIP United Nations Declaration on the Rights of Indigenous Peoples • **2SLGBTQIA** Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
43 Actions	The products or services produced when an action is taken.	The intended short- or long-term effects of an action's outputs. The consequences from an action that we actually value.	Quantitative or qualitative factors or variables that provide a simple and reliable means to measure achievement, to reflect the changes connected to an action.
GOAL 1: Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.			
1. Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.	<ul style="list-style-type: none"> Individual leadership positions/governing bodies accountable for achieving ISP goals at multiple levels of the University 	Leadership/governance structure ensures Indigenous engagement is a priority across University Faculties/units.	<ul style="list-style-type: none"> Increase in ISP accountabilities added to job descriptions and performance evaluations
2. Ensure that all Faculties and cross-university strategies identify Indigenous engagement and the advancement of Indigenous peoples' human rights as a specific strategic area of focus and commitment.	<ul style="list-style-type: none"> Faculty/operational strategic plans with Indigenous engagement and the advancement of Indigenous peoples' human rights as focus areas with specific, actionable commitments 	All Faculties/operational units have meaningfully committed to implementing initiatives to advance the human rights (as per UNDRIP) of their respective Indigenous students, faculty, staff and partners.	<ul style="list-style-type: none"> Increase in the number of Faculties/units that have Indigenous engagement and the advancement of Indigenous peoples' human rights as distinct focus areas of their strategic plans Within each Faculty/unit, there is a positive perception among Indigenous students, faculty and staff that the commitments made in the strategic plan are meaningful

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GOAL 1: Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.			
<p>3. Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this plan.</p>	<ul style="list-style-type: none"> Dollars allocated to Indigenous initiatives in each Faculty/unit 	<p>All Faculties/units have allocated meaningful funds to achieve each of the goals in this plan.</p>	<ul style="list-style-type: none"> Increase in the proportion of budget allocated to Indigenous initiatives within every Faculty/unit Portion of budget allocated from year to year to align with changing/shifting annual priorities identified by ISP implementation committees and bodies in consultation with UBC Board and executive team Extent to which deans and Faculty heads feel that they have sufficient resources and the flexibility to allocate resources to advance the Indigenous engagement priorities in their strategic plans
<p>4. Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this plan in Faculty and operational plans.</p>	<ul style="list-style-type: none"> Faculty programs and initiatives (to be established through annual planning processes and aligned to budgets) 	<p>Senior administrators and faculty members are motivated to support their Faculty's or unit's achievement of goals and objectives that advance Indigenous people's human rights.</p>	<ul style="list-style-type: none"> Increase in the number of support programs that exist, for senior administrators and faculty members, across UBC Faculties and units Increase in number of senior administrators and faculty members who feel motivated and supported to advance the goals and objectives of the ISP in Faculty and operational plans
<p>5. Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.</p>	<ul style="list-style-type: none"> Collaborative system/process that identifies areas of inconsistency regarding the University Act and lobbies government for change 	<p>University Act amended to be consistent with the principles of UNDRIP, the TRC, the MMIWG and the BC Declaration on the Rights of Indigenous Peoples Act.</p>	<ul style="list-style-type: none"> Creation of collaborative system/process that identifies areas of inconsistency regarding the University Act and lobbies government for change

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 2: Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.			
<p>6. Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.</p>	<ul style="list-style-type: none"> ▪ Public report on UBC's participation in the implementation of Crown colonial policies 	<p>A study about UBC's participation in the implementation of past Crown colonial policies is completed, including recommendations moving forward to ensure that UBC's role is aligned with UNDRIP, the TRC and the MMIWG.</p>	<ul style="list-style-type: none"> ▪ Participation of all Faculties and operational units across both campuses in the institution-wide study ▪ Public report on study findings published with actionable recommendations for the University through ISP guidance structures
<p>7. Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.</p>	<ul style="list-style-type: none"> ▪ Communications strategies from University communicators 	<p>Every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.</p>	<ul style="list-style-type: none"> ▪ In collaboration with Indigenous partners, Faculties and operational units have developed communications strategies and tools in place for raising awareness of their current and prospective students, faculty, staff members and partners on the unceded status of the lands on which UBC facilities are situated
<p>8. Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.</p>	<ul style="list-style-type: none"> ▪ Free and publicly accessible: <ul style="list-style-type: none"> - Educational tools - Events - Resources 	<p>UBC is recognized as global leader in providing information to those interested in learning about the local and global implementation of Indigenous peoples' human rights.</p>	<ul style="list-style-type: none"> ▪ Increase number of free and publicly accessible educational tools, events and resources provided ▪ Increase in number of (virtual) visits to UBC educational tools; events; resources ▪ UBC tools, resources and Indigenous rights experts are sought after globally ▪ Participants report increased understanding of Indigenous human rights issues and root causes
<p>9. Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.</p>	<ul style="list-style-type: none"> ▪ Advisory group ▪ Public dialogue sessions 	<p>Public dialogue sessions result in a deeper understanding among event participants regarding human and Indigenous rights violations and abuses of Indigenous women, girls and 2SLGBTQQIA people and their root causes.</p>	<ul style="list-style-type: none"> ▪ Advisory group established and funded ▪ Number of dialogue events held across the University ▪ Number of participants in dialogues held ▪ Increase in number of students, faculty and staff who report to feel knowledgeable about the issues surrounding the MMIWG Inquiry

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GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
<p>10. Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.</p>	<ul style="list-style-type: none"> ▪ Catalyzing grants and fellowships ▪ Specialized grants development team to support research that is reciprocal and led by Indigenous communities 	<p>More external research grants are applied for and awarded for research that is co-developed with and led by Indigenous communities locally and globally.</p> <p>More scholarships and fellowships are awarded that target research that is co-developed with and led by Indigenous communities locally and globally.</p>	<ul style="list-style-type: none"> ▪ Increase in research dollars awarded to catalyze research that is co-developed with and led by Indigenous communities locally and globally ▪ Increase in number of catalyzing research grants and fellowships available for Indigenous community-based research ▪ Increase in number of awarded scholarships and fellowships targeted at reciprocal Indigenous community-led research ▪ Increase in number of co-developed research projects applying for grants ▪ Increase in number of co-developed research projects awarded grants ▪ Increase in number of grants awarded to research projects which advance community priorities
<p>11. Establish Research Chair positions for faculty who demonstrate excellence in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights locally, nationally and around the world.</p>	<ul style="list-style-type: none"> ▪ Research Chair positions ▪ Strategies to recruit, retain and support Indigenous scholars ▪ Nominations of Indigenous scholars for national and international awards and prizes 	<p>The profile of Indigenous peoples' human rights, knowledge systems and ways of knowing is raised by UBC researchers locally, nationally and around the world.</p>	<ul style="list-style-type: none"> ▪ Increase in number of both internally and externally funded Research Chair positions allocated ▪ Increase in number of faculty whose research applies Indigenous ways of knowing and/or advances the implementation of Indigenous peoples' human rights locally, nationally and around the world ▪ Increase in number of national and international awards and prizes ▪ Increase number of media 'hits' on the work of Indigenous scholarship ▪ Increase in citation counts, international invitations, research collaboration invitations, and research grants awarded to scholars who specialize in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights ▪ Increased participation in national and international expert advisory committees and councils

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GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
<p>12. Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.</p>	<ul style="list-style-type: none"> ▪ Programs that afford students opportunities to become global leaders (e.g., research assistantships; work learn positions; events; conferences; awards; mentorships) 	<p>More students are moving into careers/graduate studies that support the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts, and Indigenous languages.</p>	<ul style="list-style-type: none"> ▪ Increase in number of students recruited to UBC specifically for its focus on Indigenous research ▪ Increase in graduate school enrolments of Indigenous students and students working on Indigenous research ▪ Increase in the number of the following (for example) offered in areas of Indigenous research: <ul style="list-style-type: none"> - Research assistantships - Work learn positions - Events - Conferences - Awards - Mentorships ▪ Increase in number of graduates moving into careers/graduate studies that support the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages
<p>13. Co-develop research protocols and community-specific ethical research guidelines with interested community partners to ensure students and Faculties are approaching research opportunities with communities in a respectful and formalized manner. This includes the imperative of free, prior and informed consent and protocols on the ownership, control, access and possession of Indigenous data.</p>	<ul style="list-style-type: none"> ▪ Research protocols; formalized process for producing community-specific ethical research guidelines ▪ Training materials and modules on protocols, data governance and ethical guidelines ▪ Specialized Indigenous research protocol position within University-Industry Liaison Office 	<p>Students and Faculties approach research opportunities with communities in a respectful and formalized manner; communities feel respected.</p>	<ul style="list-style-type: none"> ▪ UBC research ethics process amended to include section on Indigenous impacts including considerations of free, prior and informed consent and ownership, control, access and possession of Indigenous data ▪ Increase in participation rates of students, faculty and staff in training and education with respect to protocols, data governance and ethical guidelines ▪ Increase in number of Indigenous communities, involved in research, with which formal research guidelines have been established ▪ Extent to which research proposals are evaluated on the basis of community-specific research guidelines ▪ Indigenous communities/people involved in research with UBC feel respected and valued

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GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
<p>14. Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.</p>	<ul style="list-style-type: none"> ▪ Formal, time-efficient process for compensating Indigenous people(s) engaged in research ▪ Budget allocation for compensation for Indigenous peoples who are engaged in research 	<p>Indigenous peoples are recognized for the significant value their participation adds to the research process and its outcomes.</p>	<ul style="list-style-type: none"> ▪ Creation of formalized and time-efficient compensation process across the University ▪ Integration of financial guidelines for working with Indigenous communities into finance, education and training modules ▪ Reduction in time taken to pay Indigenous research participants ▪ Incorporation of budget line item, in Faculty/unit budgets, for compensation of Indigenous people who are engaged in research ▪ Indigenous communities/people involved in research with UBC feel respected and valued
GOAL 4: Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.			
<p>15. Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.</p>	<ul style="list-style-type: none"> ▪ University-wide, Faculty-led curriculum reviews with recommendations report 	<p>Course requirements and syllabi are diversified through the integration of Indigenous histories, experiences, worldviews and knowledge systems.</p> <p>Faculties are compliant with the Truth and Reconciliation Commission's Calls to Action.</p>	<ul style="list-style-type: none"> ▪ Curriculum review in-progress/complete ▪ Increase, in each Faculty, in the number of courses that reflect Indigenous histories, experiences, worldviews and knowledge systems ▪ Increase in number of Faculties/programs that are working towards compliance with the TRC Calls to Action
<p>16. Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which appropriately explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.</p>	<ul style="list-style-type: none"> ▪ New/adapted courses 	<p>Students leave UBC with a greater understanding of the intersection of Indigenous issues and their field of study.</p>	<ul style="list-style-type: none"> ▪ Increase in number of academic programs with at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty ▪ Increase in students who, on graduation, report a greater understanding of how Indigenous issues intersect with their field of study

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GOAL 4: Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.			
<p>17. Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.</p>	<ul style="list-style-type: none"> ▪ Budget allocation for compensation to Indigenous partners who support the Indigenization of curriculum ▪ Formal, time-efficient process for compensating Indigenous people(s) engaged in Indigenization of curriculum 	<p>Indigenous people are recognized for their valuable support and knowledge in Indigenizing the curriculum.</p>	<ul style="list-style-type: none"> ▪ Incorporation of budget line item, in Faculty/unit budgets, for equitable compensation of Indigenous partners who support Indigenization of curriculum ▪ Reduction in time taken to pay Indigenous partners involved in curriculum reviews ▪ Indigenous communities/people involved in curriculum review feel respected and valued ▪ Increase in number of those Indigenous people involved in Indigenization of the curriculum who are financially compensated
<p>18. Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.</p>	<ul style="list-style-type: none"> ▪ Accredited post-secondary Indigenous knowledge programs created in collaboration with community partners 	<p>Communities have access to accredited, relevant post-secondary Indigenous knowledge programs.</p> <p>Students, faculty and staff have access to community-relevant, accredited post-secondary Indigenous knowledge programs.</p>	<ul style="list-style-type: none"> ▪ Matching demand from Indigenous communities for accredited post-secondary Indigenous knowledge programs offered in community and on campus
GOAL 5: Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.			
<p>19. Engage with Musqueam, the Okanagan Nation, and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.</p>	<ul style="list-style-type: none"> ▪ Engagement with Musqueam, the Okanagan Nation, and other Indigenous perspectives, as appropriate, on the design and development of artwork; architecture and renovations 	<p>The engagement process results in Musqueam, the Okanagan Nation, and other Indigenous host nations feeling represented in the design and development of UBC facilities and landscapes and that UBC facilities reflect Indigenous cultures.</p>	<ul style="list-style-type: none"> ▪ Musqueam, the Okanagan Nation, and other Indigenous host nations feel adequately engaged in the design and development of UBC facilities ▪ The extent to which host nations' cultures are reflected in the design of UBC facilities
<p>20. Establish a cultural expert program that brings Musqueam, the Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.</p>	<ul style="list-style-type: none"> ▪ Cultural expert programs ▪ Physical space(s) on campus for cultural experts to work 	<p>Indigenous cultural experts/knowledge holders have access to a formal process through which they can work, teach and promote their expertise at UBC on an honoraria basis.</p>	<ul style="list-style-type: none"> ▪ Development of cultural expert program ▪ Increase in number of Indigenous cultural experts/knowledge holders who work, teach and promote their expertise on UBC campuses ▪ Increase in number of dedicated spaces for experts

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GOAL 5: Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.			
21. Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.	<ul style="list-style-type: none"> ▪ Dedicated spaces for Indigenous cultural practice and celebration 	Students, faculty and staff feel comfortable, supported and safe to practice and celebrate their cultures.	<ul style="list-style-type: none"> ▪ Increase in number of dedicated spaces for Indigenous cultural practice and celebration ▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC
22. Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.	<ul style="list-style-type: none"> ▪ A review process with host nations to produce map of all culturally significant places across UBC campuses and facilities and their generational connections to Indigenous peoples; plaques; artistic installations; information signs 	The generational connections of Indigenous peoples to culturally significant places across UBC campuses are publicly recognized; Indigenous peoples with connections to the land on which UBC campuses sit see these connections visibly represented.	<ul style="list-style-type: none"> ▪ Review of culturally significant spaces on campus completed ▪ Increase in Request for Proposals for Indigenous art installations ▪ Increase in number of plaques, signs or installations dedicated ▪ Indigenous peoples with connections to the land on which UBC campuses sit feel satisfied with the visibility of these connections
23. Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.	<ul style="list-style-type: none"> ▪ Procurement policy review ▪ Indigenous Procurement strategy ▪ Indigenous businesses and vendors providing services on campus 	Indigenous businesses and vendors are prioritized as providers of goods and services to UBC.	<ul style="list-style-type: none"> ▪ Indigenous procurement strategy and corresponding policies developed ▪ UBC has implemented an Indigenous procurement strategy ▪ Increase in number of Indigenous businesses/vendors with which UBC has procurement contracts
GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
24. Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.	<ul style="list-style-type: none"> ▪ Broadened tenure, promotion and merit review criteria 	<p>Service in Indigenous-specific areas by Indigenous faculty and staff, that goes above and beyond expectations, is better recognized in tenure review process, promotion and merit.</p> <p>Incorporation of Indigenous knowledge into teaching and curriculum development is better recognized in tenure review process, promotion and merit.</p> <p>Indigenous knowledge/research is better recognized in tenure review process, promotion and merit.</p>	<ul style="list-style-type: none"> ▪ Creation of committee to review and change tenure, promotion and merit guidelines ▪ Increase in number of Indigenous individuals who receive tenure, promotion and merit

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GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
<p>25. Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.</p>	<ul style="list-style-type: none"> ▪ Indigenous recruitment strategy for increasing Indigenous faculty and staff numbers ▪ Indigenous recruitment, retention and advancement policies and practices ▪ Indigenous hires 	<p>UBC has a robust Indigenous workforce and continues to hire, promote and retain Indigenous faculty and staff.</p>	<ul style="list-style-type: none"> ▪ Increase in number of UBC staff who self-identify as Indigenous ▪ Increase in number of UBC faculty who self-identify as Indigenous ▪ Increase in number of Indigenous hires ▪ Increase rate of retention among Indigenous faculty members ▪ Increase in number of Indigenous faculty and staff in leadership positions ▪ Increase in number of Indigenous staff/faculty who earn raises in a specific period vs. the general UBC employee population ▪ Increase in number of Indigenous staff members who are promoted
<p>26. Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.</p>	<ul style="list-style-type: none"> ▪ Co-developed hiring programs ▪ Apprenticeships; employment opportunities 	<p>Members of Musqueam, the Okanagan Nation and other Indigenous communities see/experience UBC as a reliable source of employment and training.</p>	<ul style="list-style-type: none"> ▪ Increase in number of Musqueam, ONA and other Indigenous community members who are employed by UBC ▪ Increase in number of Musqueam, ONA members and other Indigenous community who are in apprenticeships at UBC ▪ Creation of Indigenous recruitment Community Liaisons
<p>27. Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.</p>	<ul style="list-style-type: none"> ▪ Key competency review and definition ▪ Altered job descriptions 	<p>All faculty and staff at UBC are aware of Indigenous issues and have some knowledge/competence in working with Indigenous students/colleagues.</p>	<ul style="list-style-type: none"> ▪ Increase in number of new faculty/staff that have Indigenous competence (or similar) in their job description. ▪ Increase in number of current faculty/staff that have Indigenous competence (or similar) in their job description ▪ Extent to which faculty and staff feel confident in integrating new knowledges in their work with Indigenous students and colleagues ▪ Indigenous students, faculty and staff feel safe, respected and valued

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GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
28. Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.	<ul style="list-style-type: none"> Needs-based funding made available to Indigenous students for tuition and housing; child-care services for Indigenous students 	<p>Indigenous students have access to sufficient funding for tuition.</p> <p>Indigenous students have access to child-care services.</p> <p>Indigenous students have access to affordable housing.</p> <p>Indigenous students feel financially secure while studying at UBC.</p>	<ul style="list-style-type: none"> Increase in number of dollars made available to Indigenous students to meet needs for: <ul style="list-style-type: none"> - Tuition - Housing Increase in quality affordable housing options, including family housing, to meet needs of Indigenous students Increase in number of child-care spaces allocated to Indigenous students to meet needs
29. Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.	<ul style="list-style-type: none"> Needs-based child-care services; affordable housing 	<p>Indigenous faculty and staff have access to child-care services and affordable housing.</p>	<ul style="list-style-type: none"> Increase in number of child-care spaces allocated to Indigenous faculty and staff to meet needs Increase in affordable housing options available for Indigenous faculty and staff to meet needs
30. Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.	<ul style="list-style-type: none"> Matching Musqueam and the Okanagan Nation's desires for tuition assistance 	<p>Musqueam and Okanagan Nation's desires for tuition assistance are met.</p> <p>More Musqueam and Okanagan Nation students attend UBC.</p>	<ul style="list-style-type: none"> Musqueam and the Okanagan Nation desires for tuition assistance are met Increase in the number of Musqueam and Okanagan Nation students applying to UBC Increase in the number of Musqueam and Okanagan Nation students attending UBC
GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
31. Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.	<ul style="list-style-type: none"> Research information repository; communication portal 	<p>A central online location, created in collaboration with Indigenous partners, where students, faculty, staff, communities and researchers can find all the information they need with regards to Indigenous issues and knowledge and can get research help through a communication portal.</p>	<ul style="list-style-type: none"> Creation of research repository/communication portal Increase in number of resources accessible through the portal Increase in number of portal visits per month/year/quarter Increase in number of portal shares per month/year/quarter Extent to which users find the portal useful and easily navigable

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GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
<p>32. Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.</p>	<ul style="list-style-type: none"> Online database 	<p>Those looking for an Indigenous program, initiative or course at UBC can find it easily online.</p>	<ul style="list-style-type: none"> Database created and housed in appropriate location Increase in number of Indigenous programs, initiatives, and courses at UBC which are catalogued in the comprehensive online database Increase in number of database visits
<p>33. Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.</p>	<ul style="list-style-type: none"> Creation of professional development program for faculty and staff. Integrate defined competencies into employee professional development and capacity building experiences 	<p>All faculty and staff have the capacity to foster safe and inclusive classrooms and workplaces.</p>	<ul style="list-style-type: none"> Creation of a professional development program Increase in number of faculty and staff who have gone through the professional development program Diversity of offerings of Indigenous-focused professional development experiences
<p>34. Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.</p>	<ul style="list-style-type: none"> Training modules 	<p>All faculty and staff possess a solid knowledge-base concerning Indigenous history and issues.</p>	<ul style="list-style-type: none"> Creation of Indigenous history and issues training modules Increase in number of faculty and staff who have taken the training at least once
<p>35. Identify Indigenous faculty and staff mentors who volunteer to be available, recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces.</p>	<ul style="list-style-type: none"> Program to identify volunteers and then provide funding allocation/ relevant professional recognition for professional advisory services 	<p>Indigenous faculty and staff who volunteer feel equitably recognized and valued for the services they provide to the University outside of their usual job description.</p>	<ul style="list-style-type: none"> Creation of a professional advisory volunteer and recognition framework Extent to which Indigenous faculty and staff feel recognized and valued for the extra services they provide
<p>36. Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.</p>	<ul style="list-style-type: none"> Structures and mechanisms that can be responsive, in local contexts, to support partnership functions (e.g. offices or communication portal) 	<p>Relationships with Indigenous communities are strengthened because of accessible and formalized routes through which they can contact UBC and partner with the University on initiatives that advance their unique goals and interests.</p>	<ul style="list-style-type: none"> Development of strategy, process, platform and communication plan for community engagement and awareness of this new function Increase in number of Indigenous communities contacting UBC to form a partnership Increase in number of community-driven partnerships between UBC and Indigenous communities Extent to which communities report that their interactions with the University are coordinated, streamlined and responsive to their needs

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GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
<p>37. In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.</p>	<ul style="list-style-type: none"> ▪ International advocacy group created ▪ Sustained resources to lead and participate in the network ▪ Global strategy 	<p>An international network of post-secondary institutions and Indigenous peoples which advocates for the advancement of Indigenous peoples' human rights in research and curriculum.</p> <p>UBC maintains its support of the network.</p>	<ul style="list-style-type: none"> ▪ An advocacy group has been formally created ▪ Advocacy group has stated goals, plans and strategies ▪ People, time, money dedicated to leading and participating in the network
GOAL 8: Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.			
<p>38. Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.</p>	<ul style="list-style-type: none"> ▪ Policy and practice review ▪ Recommendations 	<p>All university policies and operational practices support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.</p>	<ul style="list-style-type: none"> ▪ Review in progress/complete (with recommendations) ▪ Monitor the number of recommendations enacted by each Faculty/unit
<p>39. Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.</p>	<ul style="list-style-type: none"> ▪ Time spent building relationships with educational providers ▪ Multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies ▪ Multi-pathway approach for transitioning Indigenous students from undergraduate studies to graduate studies. 	<p>Indigenous students have multiple options to help the transition from K-12 or college to undergraduate studies and from undergraduate to graduate studies.</p> <p>More Indigenous students are pursuing undergraduate and graduate studies.</p>	<ul style="list-style-type: none"> ▪ Strategy/framework developed regarding multi-pathway approach ▪ Number of Indigenous students referred and enrolled in undergraduate studies due to the multi-pathway approach ▪ Number of Indigenous students referred and enrolled in graduate studies due to the multi-pathway approach ▪ Referral vs enrollment vs graduation rate
<p>40. Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.</p>	<ul style="list-style-type: none"> ▪ Formal transition support services ▪ More comprehensive and holistic support network for students based on community engagement 	<p>UBC transition support services offered to Musqueam, Okanagan Nation and other Indigenous host nations' students meet their needs.</p>	<ul style="list-style-type: none"> ▪ Review of support services in progress ▪ Increase in the number of Musqueam, Okanagan Nation and other Indigenous host nations' students using the services ▪ Extent to which students from host nations are satisfied with the transition support services

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 8: Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.			
<p>41. Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.</p>	<ul style="list-style-type: none"> ▪ Culturally sensitive and informed trauma, violence and other counselling or cultural support services 	<p>Indigenous students, faculty and staff have multiple options, and feel supported, if in need of counselling or cultural support services.</p>	<ul style="list-style-type: none"> ▪ Increase in number of counselling and cultural support services to meet needs of Indigenous students, faculty and staff ▪ Increase in number of requests to see a counsellor that resulted in a meeting ▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC
<p>42. Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.</p>	<ul style="list-style-type: none"> ▪ Reviews ▪ Recommendations ▪ Regular wellness report 	<p>Indigenous students, faculty and staff feel comfortable, safe, and well at UBC.</p>	<ul style="list-style-type: none"> ▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC ▪ Increase in number of Indigenous first-year undergraduate students who enrol for second year of study ▪ Increase in number of Indigenous students who would recommend UBC ▪ If recommendations are proposed, number of recommendations implemented
<p>43. Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.</p>	<ul style="list-style-type: none"> ▪ Reviewed and expanded relevant discrimination, harassment, and bullying policies to ensure UBC upholds zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members in all areas of the University ▪ Actions taken against those in violation of the policies 	<p>Indigenous students, faculty, staff, and community members feel safe, respected and valued at/in partnership with UBC.</p>	<ul style="list-style-type: none"> ▪ Number of policies reviewed ▪ Number of relevant policies amended ▪ Extent to which Indigenous students, faculty, staff, and community partners feel safe, respected and valued